

DOCUMENT RESUME

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ABSTRACT

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating art (drawing, painting, graphics, photography, and commercial art) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079150

Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art GRADE 10-12

1. Drawing
2. Painting
3. Graphics
4. Photography
5. Commercial Art

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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(after Dec. 1, 1972 - 468-7464)

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PROGRAM FOR ENVIRONMENTAL EDUCATION

Art GRADE 10-12

1. Drawing
2. Painting
3. Graphics
4. Photography
5. Commercial Art

Title III E.S.E.A.

in CESA's 3-8-9

onsin 54301

972 - 468-7464)

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PREFACE

"Oikos" for house is the Greek origin of the term "ecology". studies our house--whatever or wherever it may be. Like an umbrella, it can expand or contract to fit many ranges--natural and man-made. We study environments, our many "houses" if we omit rancor and cite long complexities. Our "oikos" uses the insights of all subjects. The multidisciplinary program like ours necessarily results. Also, for a long time, our program ranges K thru 12. The environment mirrors our values. These values have their origin in the "oikos" of our common minds. Let us become masters of our house by replacing the Greek word with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is designed to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your student, you can adapt or adopt. Limitless chances are here for your experience. Many episodes are self contained, some open-minded, still others developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide and no curriculum will work unless viewed in the context of your school.
4. React to this guide with scratch ideas and notes on the episodes.
5. After using an episode, fill out the attached evaluation form duplicate, or request more of these forms. Send them singly. We sincerely want your reactions or suggestions--negative and evaluations are the key in telling us "what works" and in aiding the guides.

TERMS AND ABBREVIATIONS

ICE-RMC is Project ICE Resource Materials Center serving all school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for resources. Our address and phone number is on this guide's cover or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process.
Affective refers to student attitudes, values, and feelings.

PREFACE

Our house is the Greek origin of the term "ecology". Environmental education house--whatever or wherever it may be. Like an umbrella, our house can contract to fit many ranges--natural and man-made. We can add quality to our many "houses" if we omit rancor and cite long range gains, costs, and . Our "oikos" uses the insights of all subjects. Thus, a rational, positive, primary program like ours necessarily results. Also, since attitudes grow over our program ranges K thru 12. The environment mirrors our attitudes or these values have their origin in the "oikos" of our collective and individual . We become masters of our house by replacing the Greek adage of "Know thyself" with "Know thyself and thine house."

and designed by your fellow teachers, this guide is supplementary in nature--appropriately into existing, logical course content. Each episode offers suggestions. Knowing your students best, you decide what to adopt. Limitless chances are here for your experimentation and usage. Episodes are self contained, some open-minded, still others can be changed or over a few days. Use episodes, but please pre-plan. Why? Simply, no guide has all the answers, curriculum will work unless viewed in the context of your students. Use this guide with scratch ideas and notes on the episode pages. For each episode, fill out the attached evaluation form in the back. Use, or request more of these forms. Send them singly or collectively to us. We want your reactions or suggestions--negative and positive. Your comments are the key in telling us "what works" and in aiding our revisions of the guide.

ABBREVIATIONS

Project ICE Resource Materials Center serving all public and non-public schools in CESA 3, 8, and 9. Check the Project ICE Bibliography of available materials. Our address and phone number is on this guide's cover. Feel free to write for any materials or help. Bureau of Audio Visual Instruction, 1327 University Avenue, P. O. Box 2093, Wisconsin 53701 (Phone: 608-262-1644). Ability means a measurable mental skill, ability, or process based on factual data. Attitude refers to student attitudes, values, and feelings.

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Lila Wertsch, St. Margaret Mary
Warren Wolf, Kimberly
Gery Farrell, Menasha

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CESA #8

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Me f Christensen, Winneconne
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Ph ld Hale, Winneconne
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He eth Keliher, Appleton
Ga ett Klinzing, New London
Na Krueger, Oshkosh
Jo Krueger, Winneconne
Ca Rose LaPointe, St. John High
De marie Lauer, Hortonville
Kr et Lee, Neenah
Me ld Lindhorst, St. Martin (L)
Ja is Lord, Little Wolf
Si rt Meyer, Neenah
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Catherine Huppert, DePere
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Mel Kasen, Gibraltar
Jack Koivisto, Green Bay
Sister Mary Alyce, Cathedral
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Priscilla Mereness, Wrightstown
C. L. Paquet, Denmark
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Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How.-Suam.
Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

SUGGESTED ART ACTIVITIES FOR C

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camouflage building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics

17. D
18. M
19. M
20. M
21. M
- WINTER
1. S
2. S
3. B
4. W
5. S
6. C
7. T
8. C
9. A
10. L

SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

- . D. sions of noises with eyes
- . M - drawing
- . M ight and shadow
- . M ents--shapes, line textures
- . M lies

WINTER - SEASONAL IDEAS

- . S e & building studies (bridge)
- . S problems
- . B - design piece of furniture
p ular stump
- . W studies
- . (building (out of available
elements)
- . S en studies (swings, playground
equipment, etc.)
- . T ture - variations of color
- . C er object
- . e from a different point of
- . A studies
- . I ating & dramatics

- 17. Detailed biological drawings
- 18. Microscopic drawings
- 19. Mathematics - architecture
- 20. Music & visual expressions - slide,
music show
- 21. Mobiles - using ound objects.

WINTER - SEASONAL IDEAS

- 1. Snow sculptures
- 2. Snowflake patterns
- 3. Black & white (high contrast)
photography
- 4. What's Happening Under The Snow
(winter tree shapes)
- 5. Study ice formations
- 6. Contrast of winter colors
- 7. Tree sculptures (personifying)
- 8. Collage without harming
environment
- 9. Angels in the snow or other
man-made snow patterns
- 10. Leaves turning color in fall -
unnatural colors for trees
(could be used with a painting or
color lesson)

Films - General

REF

Art and Perception: Learning to See, 16 3/4 min.

Art in Our World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary

Changing Art In a Changing World, 21 min., color,

Ideas for Art, 10 min., color, elementary

Look At That!, 10 1/2 min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr.

B. F. A. Educational Media, 2211 Michigan Ave

May be available for rental from:

University of Wisconsin

Bureau of Audio-Visual Instruction

1327 University Avenue

Madison, Wisconsin 53701

Books - General (to be used in conjunction with ep

A Dictionary of Art Terms and Techniques, Mayer Ra

York, 1969.

The Art of Color and Design, Graves Maitland E., M

Mayer, Ralph, The Artist's Handbook of Materials a

New York.

Maurello S. Ralph, Commercial Art Techniques, Tudo

Menesini, Mario M., The Environmental School, Educ

Crinda, California, 1970.

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- ing to See, 16 3/4 min., color, elementary/Jr.-Sr. high
color, Jr.-Sr. high
11 min., color, primary/elementary
World, 21 min., color, elementary/Jr.-Sr. high
lor, elementary
olor, primary/elementary
olor, elementary/Jr.-Sr. high
Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.
cental from:
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53701
in conjunction with episodes)
and Techniques, Mayer Ralph, Thomas Y. Crowel Co., New
Graves Maitland E., McGraw-Hill Book Co., New York.
Handbook of Materials and Techniques, 3rd ed., Viking Press,
al Art Techniques, Tudor Pub. Co., New York, 1952.
vironmental School, Educational Consulting Service,

C O N C E P T	<u>2. All living organisms interact</u>	Discipline Area	A
	<u>among themselves and their</u>	Subject	D
	<u>environment, forming an intricate</u>	Problem Orientation	
	<u>unit called an ecosystem.</u>		




BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Each student should be able to draw an action sketch illustrating a pressure force or thrust and to complete its background with lines emphasizing the action.



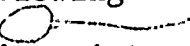


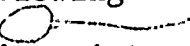


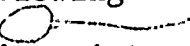
Affective: Students will show an awareness of the changes which pressure makes in the environment.

Skills to be Learned
Pencil & Pen Sketching

- I. Student-Centered in class activity
 - A. Discuss & illustrate on blackboard "thrust" or pressure in nature.
 1. Paint thrust (shoulder punch) 
 2. Centripetal (ripples) 
 3. Swelling (blowing balloons) 
 - B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.

ESEA Title III - 59-70-0135-2 Project I-C-E

g organisms interact	Discipline Area	Art
lves and their	Subject	Drawing
forming an intricate	Problem Orientation	Awareness of Environmental Grade 9-12 Thrust
an ecosystem.		

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES		
<p>student o draw</p> <p>ressure and to kground sizing</p> <p>nts will s of the essure ironment.</p> <p>rned tching</p>	<table border="0"> <tr> <td data-bbox="228 1097 811 1684"> <p>I. Student-Centered in class activity</p> <p>A. Discuss & illustrate on blackboard "thrust" or pressure in nature.</p> <ol style="list-style-type: none"> 1. Paint thrust (shoulder punch)  2. Centripetal (ripples)  3. Swelling (blowing balloons)  <p>B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.</p> </td><td data-bbox="862 1097 1386 1684"> <p>II. Outside Resource and Community Activities</p> <p>A. Using magazines, students will research action pictures illustrating thrust.</p> </td></tr> </table>	<p>I. Student-Centered in class activity</p> <p>A. Discuss & illustrate on blackboard "thrust" or pressure in nature.</p> <ol style="list-style-type: none"> 1. Paint thrust (shoulder punch)  2. Centripetal (ripples)  3. Swelling (blowing balloons)  <p>B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Using magazines, students will research action pictures illustrating thrust.</p>
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Resource and Reference Materials	Continued and Additional Su
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<u>Publications:</u>	
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Space, Form & Vision, Graham Collier, Prentice Hall Arts & Activities, April '72	
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<u>Audio-Visual:</u>	
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"Rhythm & Movement in Art" B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
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<u>Community:</u>	
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Continued and Additional Suggested Learning Experiences

C O N C E P T	2. All living organisms interact	Discipl
	among themselves and their	Subject
	environment, forming an intricate	Problem
	unit called an ecosystem.	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES		SUGG
Cognitive: Each student should know the technique of texture rubbing and be able to simulate various textures themselves.		I. Student-Centered activity
Affective: The student should acquaint himself with tactile perceptions and respond to the importance of surface textures.		A. Show filmstrip on back of sheet of rubbings and of them together sheet of paper.
Skills to be Learned		C. Select three of in order of vis most intense te value and unobt texture.
Technique of making rubbings with black crayons		D. Using a rectang divide into thr and in the divi simulate the th using ink and p sponge, dry bru
Texture simulation with ink and assorted tools		

OBJECTIVES		SUGGESTED LEARNING EXPERIENCES	
<p>h student the technique bing and be te various elves.</p> <p>the student at himself perceptions to the surface</p>	<p>I. Student-Centered in class activity</p> <p>A. Show filmstrip suggested on back of sheet.</p> <p>B. Have students make a number of rubbings and mount all of them together on a large sheet of paper.</p> <p>C. Select three of the rubbings in order of visual dominance - most intense texture, middle value and unobtrusive texture.</p> <p>D. Using a rectangular paper, divide into three spaces, and in the divisions simulate the three textures using ink and pen, wood, sponge, dry brush, etc.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Suggest the following as possible sources for rubbings: Wood, metal, rocks, plastic, concrete, textiles, bricks, leaves, skin, or any surface which excites the eye and imaginatively activates the touch sense.</p> <p>B. Have them make as many rubbings as possible, both indoors and out.</p>	
<p>Learned</p> <p>making</p> <p>black</p> <p>tion with</p> <p>ted tools</p>			

Resource and Reference Materials	Continued and
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Publications:

Form, Space & Vision, Graham
Collier, Prentice Hall
Rubbings of Mars Sculpture,
Arts 42:53 Nov. '67

Audio-Visual:

Series on Environmental Awareness,
KE 16; I-C-E RMC
Tactile & Visual Texture,
B.F.A. Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404

Community:

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2. All living organisms interact
among themselves and their
environment, forming an intricate
unit called an ecosystem.

Discipline Area Ar nis
Subject Dr nd
Problem Orientation ng sys

BEHAVIORAL OBJECTIVES

Cognitive: Each student must recognize characteristics of texture and make a composition of textured areas using magnified skin as a preliminary sketch.

Affective: Students will be alert to the interactions in all things.

Skills to be Learned
Sketching
Composing a textured composition

SUGGESTED LEARNING

- I. Student-Centered in class activity
- A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches.
 - B. Using the resource, sketch the students shall make texture drawings of the enlarged areas of skin. They will texture them to form a composition which will balance in line, color and weight.

ESEA Title III - 59-70-0135-2 Project I-C-E

Ar mechanisms interact Discipline Area Art
 Dr and their Subject Drawing
 n ng an intricate Problem Orientation Observation Grade 9-12
 system.

SUGGESTED LEARNING EXPERIENCES	
ING ss yin and era etc ke he n. m a ich	ES Characteristics d all ctions
	I. Student-Centered in class activity A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches. B. Using the resource sketches the students shall make texture drawings of the enlarged areas of skin. They will texture them and form a composition which will balance in line, color and weight. II. Outside Resource and Community Activities

Resource and Reference Materials
Publications:

Continued and Addit

"Design of Images", Architectural
Design, 39:179 April '69
"Design for Eye & Mind",
Industrial Design, 16:68-9,
Sept. '69

Audio-Visual:

"Discovering Texture"
"What is Texture"
"Texture Techniques"
B.F.A. Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

Community:

Materials	Continued and Additional Suggested Learning Experiences
itectural 69	
68-9,	
04	

C O N C E P T	<u>2. All living organisms interact</u>	Discipli
	<u>among themselves and their</u>	Subject
	<u>environment, forming an intricate</u>	Problem
	<u>unit called an ecosystem.</u>	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student should know the techniques of drawing and shading and be able to draw a wood form, shading the depressed areas and continuing the contour line to a finished drawing.

Affective: Students will become more conscious of line contour as an artistic element.

Skills to be Learned
 Observation
 Awareness
 Control and ability to train the hand and eye to work together

SUGGE

I. Student-Centered activity
 A. Make large ch of wood forms contour line sweeping rhyth movement.

SUGGESTED LEARNING EXPERIENCES	
<p>I. Student-Centered in class activity</p> <p>A. Make large charcoal drawings of wood forms, using the contour line to produce a sweeping rhythm of arm movement.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Pieces of driftwood (If not available, use tree branches or pictures of wood^h forms).</p>

Resource and Reference Materials	Continued and Addi
----------------------------------	--------------------

<p><u>Publications:</u></p> <p><u>Space, Form & Vision,</u> Graham Collier, Prentice Hall</p> <p><u>Drawing, A Search for Form,</u> Mugnaini, Joseph & Lovcos, Janis</p>	
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Audio-Visual:

Introduction to Contour Drawing,
B.F.A. Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

Community:

Continued and Additional Suggested Learning Experiences

C
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C
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P
T

2. All living organisms interact
among themselves and their
environment, forming an intricate
unit called an ecosystem.

Discipline Area Art
Subject Draw
Problem Orientation

BEHAVIORAL OBJECTIVES

Cognitive: Each student will translate the structure of the natural object he has chosen and make a design based on an analysis of that structure.

Affective: Students will show an awareness of form which is entirely dependent on structure.

Skills to be Learned
Organization of a surface design
Development of ability to make a drawing on the basis of observation and analysis

SUGGESTED LEARNING

- I. Student-Centered in class activity
- A. Show filmstrips to class.
 - B. Discuss looking carefully and deciding what makes a particular object interesting to look at.
 - C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.

ESEA Title III - 59-70-0135-3 Project I-C-

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raw heir Subject Drawing
n intricate Problem Orientation Awareness Grade 9-12
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I
SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Show filmstrips to class.
- B. Discuss looking carefully and deciding what makes a particular object interesting to look at.
- C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.

II. Outside Resource and Community Activities

- A. Collect natural objects brought in by class.
Suggest: fruit, weed pods, sea shells and vegetables.

Resource and Reference Materials	Continued and Additional Su
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<u>Publications:</u>	
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<u>Art: of Wonder & a World</u> , Jean Mary Morman	
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<u>What is a Designer: Education & Practice</u> , <u>Design</u> , 253:117 Jan. '70	
--	--

<u>Pattern Language</u> , <u>Architectural Forum</u> 132:52-9 Jan. '70	
--	--

Audio-Visual:

"Line as Structure, Texture, and Pattern", B.F.A
2211 Michigan Ave.
Santa Monica, Calif. 90404

"Discovering Creative Pattern",
B.F.A.

"Pattern" FA 106

I-C-E RMC

Community:

Materials	Continued and Additional Suggested Learning Experiences
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117

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tern",

C	2. All living organisms interact	Discipline Area	Art
O	among themselves and their	Subject	Drawing
N	environment, forming an intricate	Problem Orientation	Space Depth
C	unit called an ecosystem.		
E			
P			
T			

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Student should know the techniques involved in producing depth in a line drawing. i.e. Make some lines thick, make some lines short and vary the lines - thickness and height.</p> <p><u>Affective:</u> Students should become more conscious of the vast range of things within the universe.</p> <p><u>Skills to be Learned</u> Rapid sketching techniques Line drawing in 2 dimensional space in vertical & lateral directions</p>	<p>I. Student-Centered in class activity</p> <p>A. Make a series of rapid twig notes of expressive line quality.</p> <p>B. Make 20 notes (out-of-doors) and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings.</p> <p>C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.</p>

Discipline Area Art

Subject Drawing

Problem Orientation Space Sensitivity & Depth Perception Grade 9-12

ecosystem.

ERIC
Full Text Provided by ERIC

Resource and Reference Materials

Publications:

Form, Space & Space,
Graham Collier, Prentice Hall
Design in Nature, Vivian Guyler,
Davis Publications,
Worcester, Mass.

Continued and Additional Suggested

Audio-Visual:

Line & Space

Introduction to Drawing Materials

Both available from:

B.F.A. Educational Media

2211 Michigan Ave.

Santa Monica Calif. 90404

Community:

ed
inued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

C 5. An adequate supply of clean air is
O
N essential because most organisms depend
C
E on oxygen, through respiration, to
P
T release the energy in their food.

Discipline

Subject

Problem Or

BEHAVIORAL OBJECTIVES

SUGGEST

Cognitive: Each student should be able to recognize three types of air masses and to draw one kind in a pastel composition.
Affective: Students will show an awareness of the need for clear air.

Skills to be Learned
Research skills
Drawing & painting skills

- I. Student-Centered in c activity
- A. See movie; "Air Pollution: Take a Deep & Deadly Breath"
 - B. Using pastel, make landscapes using a composition as the key to composition.
 - C. Class to make free native drawings of air formations; smoke, vapor, steam, smog-form is moving and constantly changing.

ine ate supply of clean air is
cause most organisms depend
Or through respiration, to
energy in their food.

Discipline Area Art

Subject Drawing & Painting

Problem Orientation Awareness of Grade 9-12
Air Masses

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Each student to recognize air masses kind in a tion. Students will show the need for	<div>I. Student-Centered in class activity</div> <div>A. See movie; "Air Pollution: Take a Deep & Deadly Breath."</div> <div>B. Using pastel, make imaginative landscapes using a cloud formation as the key to the composition.</div> <div>C. Class to make free imaginative drawings of space, air formations, smoke, vapor, steam, smog--where form is moving and constantly changing.</div>	<div>II. Outside Resource and Community Activities</div> <div>A. Sketches made by students of clouds.</div>
learned drawing skills		

Resource and Reference Materials

Publications:

Landscape Painting, J. Hayes,
Connoisseur, 173:17-24, January,
1970

Possibilities of Drawing, Art
Forum, 8:50-5, October, 1969

Audio-Visual:

Seeing Trees & Clouds, series of
4 films, B. F. A. Educational Media
2211 Michigan Avenue
Santa Monica, Calif.

Community:

Continued and Additional Su

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>yes, January,</p> <p>Art 69</p> <p>ries of nal Media ue f.</p>	

C	5. An adequate supply of clean air is	Disciplin
O		
N	essential because most organisms depend	Subject
C		
E	on oxygen, through respiration, to	Problem O
P		
T	release the energy in their food.	

BEHAVIORAL OBJECTIVES

Cognitive: Students will be able to recognize cloud masses and to sketch three types of formations; ie. cirrus, cumulus, strato, numbus.

Affective: Each student will be sensitive to and appreciate the need for clean air.

Skills to be Learned

Recognition of atmospheric conditions, types of clouds, pollutants, and to learn how to draw accurately and to reproduce imaginatively atmospheric conditions on paper.

SUGGES

I. Student-Centered in activity

A. Drawings of the sky made by the student the outdoor sketch various media.

1. Charcoal
2. Ink wash
3. Water color
4. Pastel

B. Student will discuss pheric conditions to an adequate sup air and the import has in everyone's

ESEA Title III - 59-70-0135-2 Project I-C-E

supply of clean air is Discipline Area Art
 se most organisms depend Subject Drawing
 igh respiration, to Problem Orientation Clean Air Grade 9-12
 egy in their food.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>nts will be cloud tch three ns; ie. strato, student to and ed for</p>	<p>I. Student-Centered in class activity</p> <p>A. Drawings of the sky will be made by the students using the outdoor sketches--use various media.</p> <ol style="list-style-type: none"> 1. Charcoal 2. Ink wash 3. Water color 4. Pastel <p>B. Student will discuss atmospheric conditions pertaining to an adequate supply of clean air and the importance it has in everyone's life.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Class will meet outside to sketch the sky during various atmospheric conditions.</p> <p>B. Field trip to the weather bureau.</p>
<p>ned atmospheric of clouds, o learn how y and to tively tions on</p>		

Resource and Reference Materials Publications:	Continued and Additional Suggested
<p><u>Drawing</u>, British Journal of Aesthetics, 10:84-5, January 1970</p> <p><u>Watercoloring: Beyond Rendering</u>, American Artist 33:72-4, December, 1969</p> <p><u>Sketching from Life: Robert Weaver Shows How</u>, American Artist, 34:62-7 May, 1970</p>	
<p><u>Audio-Visual:</u></p> <p><u>Seeing Trees and Clouds</u>, series of four films, B. F. A. Educational Media</p>	
<p><u>Community:</u></p>	

Selected Materials	Continued and Additional Suggested Learning Experiences
<p>1970 ing, ber, Weaver :62-7</p> <p>ies of nal Media</p>	

C 6. Natural resources are not equally
 O distributed over the earth or over
 N time and greatly affect the
 C geographic conditions and quality
 E of life.
 P
 T

Discipline

Subject

Problem Ori

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

SUGGEST

Cognitive: Given comparative geographic conditions, the student will draw a picture illustrating the natural area of his choice.

Affective: By observation and discussing natural resources the student will develop an appreciation and respect for the natural areas of the earth.

Skills to be Learned
 1. Landscape drawing
 2. One point & color perspective

- I. Student-Centered in activity
 - A. Discuss the variety of natural areas in the immediate
 - B. Break into groups compare by discussing how geographical location has affected individuals. Have students sketch the surrounding area illustrate how the region has influenced their lives.
 - C. Show movie
 - D. Show film strip of area
 - E. Go outside to sketch
 - F. Compile a file of natural areas clipping magazine during a class period

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ne earth or over

Discipline Area Art

ffect the

Subject Drawing

ons and quality

Problem Orientation Natural Area Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Discuss the variety of natural areas found in the immediate vicinity
- B. Break into groups to compare by discussion how geographical location has affected individuals. Have students sketch their surrounding area to illustrate how this region has influenced their lives.
- C. Show movie
- D. Show film strip on Natural area
- E. Go outside to sketch
- F. Compile a file of pictures of natural areas by clipping magazine pictures during a class period.

II. Outside Resource and Community Activities

Resource and Reference Materials Continued and Additional S

Publications:

National Geographic Magazines
Arizona Highways
Canadian Magazine
Landscape Drawing, J. Hayes
Connoisseur 173:17-24 Ja'70

Audio-Visual:

Kellogg Public Library films
Alaska 49th State
Continent of Africa
Forest Murmurs
Hawaii 50th State
Heritage of Splendor

Community:

Contact the university.
Community Outreach
Robert S. Cook, director
LS-407 Main Campus

Continued and Additional Suggested Learning Experiences

C 6. Natural resources are not
 O.
 N equally distributed over the earth
 C
 E or over time and greatly affect
 P
 T the geographic conditions and
 . quality of life.

Discipline Area

Subject

Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Each student should be able to make a drawing simulating one or more types of rock formation.</p> <p><u>Affective:</u> Students will show an awareness of the variety of rock formations in the earth structure.</p> <p><u>Skills to be Learned</u> Organization of a surface Imaginative problem of surface design Use of pencils</p>	<p>I. Student-Centered in class activity</p> <p>A. Class should make a drawing of strange or fantastic rock surfaces</p> <ol style="list-style-type: none"> 1. Cliff 2. Free standing 3. Composed of planes 4. Curved surfaces 5. Stratified horizontal 6. Vertical 7. Both directions

re not
the earth Discipline Area Art
affect Subject Drawing
s and Problem Orientation Awareness Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity	II. Outside Resource and Community Activities
A.. Class should make a drawing of strange or fantastic rock surfaces.	A. Rocks collected on a field trip or brought to class by students
1. Cliff	B. Pictures of rock formations in National Geographic magazines or books on geology.
2. Free standing	
3. Composed of planes	
4. Curved surfaces	
5. Stratified horizontally	
6. Vertical	
7. Both directions	

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="521 901 761 931"><u>Publications:</u></p> <p data-bbox="521 931 1146 1001">Form Space & Vision, Graham Collier Prentice Hall</p> <p data-bbox="521 1001 1024 1031"><u>Sketching from Life: Robert</u></p> <p data-bbox="521 1031 1001 1062"><u>Weaver Shows How, American</u></p> <p data-bbox="521 1062 926 1092">Artist 34:62-7 May '70</p> <p data-bbox="521 1162 757 1192"><u>Audio-Visual:</u></p> <p data-bbox="521 1192 1131 1222"><u>Introduction to Drawing Materials</u></p> <p data-bbox="521 1222 907 1252">BFA Educational Media</p> <p data-bbox="521 1252 851 1282">2211 Michigan Ave.</p> <p data-bbox="521 1282 1018 1313">Santa Monica, Calif. 90404</p> <p data-bbox="521 1382 701 1412"><u>Community:</u></p>	

ed	rials	Continued and Additional Suggested Learning Experiences
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Collier

rials

C 7. Factors such as facilitating trans-
 O portation, economic conditions, popula-
 N tion growth, and increased leisure time
 C have a great influence on changes in land
 P use and centers of population density.
 T

Discipline Area _____
 Subject _____
 Problem Orientation _____
 Clear _____

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Students will discuss cleanup problems associated with increased leisure time activities and population density.</p> <p><u>Affective:</u> Students perceive that attention-getting devices (if available in sufficient quantity) do help control man-made litter.</p>	<p>I. Student-Centered in class activity</p> <p>A. Advertising layout</p> <ol style="list-style-type: none"> 1. Student selects the idea projection from outside resource column. 2. Student lays out a poster with appropriate slogan & illustration. 3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.
<p><u>Skills to be Learned</u></p> <p>Advertising layout</p> <p>Poster design</p> <p>Lettering (Gothic and/or stylized)</p>	

ch as facilitating trans-

onomic conditions, popula-

and increased leisure time

influence on changes in land
use of population density.

Discipline Area Art

Subject Drawing

Problem Orientation Design for Grade 9-12
Cleanup Control

OBJECTIVES

Students will
problems
increased
activities
density.
Students perceive
setting devices
sufficient
control

earned
out

ic and/or
ized)

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Advertising layout

1. Student selects the idea projection from outside resource column.
2. Student lays out a poster with appropriate slogan & illustration.
3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.

II. Outside Resource and Community Activities

- A. Consider community activities in which the students have had experience with (i.e. football & basketball games, swimming & camping, shopping at holiday time and in shopping centers, others which students may suggest)
- B. Consider how clean-up controls succeeded or failed.
- C. Bring examples of litter bags, pictures of unique containers for refuse.
- D. Bring examples of attention drawing posters which have been effective in problem control such as "Smoky the Bear," "Feed the Cans at McDonald's," etc.

Resource and Reference Materials	Continued and Additions
<p data-bbox="652 885 896 920"><u>Publications:</u></p> <p data-bbox="667 920 1358 990"><u>Power to the Poster</u>, American Artist, 34:33-41, May '70</p> <p data-bbox="667 990 1395 1059"><u>Drawing</u>, British Journal of Aesthetics, 10:84-5, Jan. '70</p> <p data-bbox="667 1059 1395 1129"><u>Where the Medium Lets Down the Message</u>, Design No. 250: 49-53, Oct. '69</p> <p data-bbox="652 1245 896 1280"><u>Audio-Visual:</u></p> <p data-bbox="667 1280 1339 1385"><u>"Poster,"</u> BFA Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404</p> <p data-bbox="652 1571 832 1605"><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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an Artist, Aesthetics, the Message, '69	
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C 8. Cultural, economic, social,
 O and political factors determine
 N status of man's values and
 C attitudes toward his environment.
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BEHAVIORAL OBJECTIVES

Cognitive: Students will
 discuss and determine
 implications of the
 dependency our society has
 on the material. They
 will also discuss and
 determine the implications of
 the demands made on his
 resources because of
 materialism.

Affective: After this
 discussion, the class will
 be conscious of what
 material things should be
 advertised, as they are
 necessary for human
 activity.

Skills to be Learned
 Poster layout
 Basic lettering
 Developing ideas

I. Student-
 activity
 A. Student
 item of
 necess
 B. Student
 poster
 item.
 C. Poster
 letter
 which
 theme.

ESEA Title III - 59-70-0135-2 Project I-C-E

Dis 8. Cultural, economic, social, Discipline Area Art
 Sub and political factors determine Subject Drawing
 Pro status of man's values and Problem Orientation Advertisements Grade 9-12
 attitudes toward his environment.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>Objective: Students will discuss and determine implications of the tendency our society has toward the material. They will also discuss and determine the implications of demands made on his resources because of materialism.</p> <p>Objective: After this discussion, the class will be conscious of what material things should be advertised, as they are necessary for human activity.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students should choose an item or product that is necessary to life.</p> <p>B. Student should work out a poster advertising this item.</p> <p>C. Posters should include lettering and main body which pictorially explains theme.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Current magazines can be scanned for advertisements.</p> <p>B. Advertisements can be placed in groups relating to its cultural, economic, social or political value.</p> <p>C. Is this article or product necessary to my life? This should be the students next concern.</p>
<p><u>Skills to be Learned</u></p> <p>Poster layout</p> <p>Clear lettering</p> <p>Developing ideas</p>		

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="438 908 677 938"><u>Publications:</u></p> <p data-bbox="452 938 1033 1036">"Contemporary Collages", Murray Zucker, <u>Interiors</u>, 129:72 May '70</p> <p data-bbox="452 1036 1065 1141">"Posters should be for people: British poster design awards" <u>Design</u>, No. 256:18-23 April '70</p> <p data-bbox="452 1141 1033 1210">"Power to the Poster", <u>American Artist</u>, 34:33-41, May '70</p>	
<p data-bbox="438 1366 671 1396"><u>Audio-Visual:</u></p> <p data-bbox="452 1396 971 1536">"Poster" B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404</p>	
<p data-bbox="438 1722 611 1761"><u>Community:</u></p>	

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C 9. Man has the ability to manage,
O
N manipulate, and change his
C
E environment.
P
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Discipline Area Art
Subject Drawing
Aes
Problem Orientation Land

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> The student will recognize characteristics of and discuss:</p> <ul style="list-style-type: none"> A. Density of street trees B. General appearance of tree trunks C. General appearance of street trees compared with those in yards or parks. <p><u>Affective:</u> After the discussion, the student will plan a field trip on which they will sketch as many things as possible which were discussed.</p>	<p>I. Student-Centered in class activity</p> <ul style="list-style-type: none"> A. Discussion of various aspects and characteristics of trees. B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth. 	<p>II. Outside</p> <ul style="list-style-type: none"> Commun A. Field sketch part B. Dis 1. 2.
<p><u>Skills to be Learned</u></p> <p>Drawing trees</p> <p>Landscape drawing</p> <p>Possibly one and two point perspective.</p>		

ability to manage,

Discipline Area Art

change his

Subject

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Problem Orientation Landscaping Grade 9-12

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SUGGESTED LEARNING EXPERIENCES

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- I. Student-Centered in class activity
- A. Discussion of various aspects and characteristics of trees.
 - B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.

- II. Outside Resource and Community Activities
- A. Field trip to observe and sketch street trees, trees in parks, yards, etc.
 - B. Discussion
 - 1. What is aesthetically pleasing or displeasing about the environment?
 - 2. Why are certain natural environments considered more beautiful than others?

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="396 893 635 917"><u>Publications:</u></p> <p data-bbox="411 922 1087 1158"> <u>Drawing</u>, British Journal of Aesthetics, 10:84-5, Jan. '70 <u>Outdoor Sketching in Miniature</u>, American Artist, 33:48-9, Summer '69 <u>Urban Landscape Design</u>, Eckba <u>Garden Cities of Tomorrow</u>, Howard <u>Design with Nature</u>, McHarg </p> <p data-bbox="396 1249 1028 1411"> <u>Audio-Visual:</u> <u>Seeing Trees and Clouds</u>, (4 film- strips), BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404 </p> <p data-bbox="386 1608 567 1644"><u>Community:</u></p>	

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ted	Continued and Additional Suggested Learning Experiences
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1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art
Subject Painting
Problem Orientation Sunlight

BEHAVIORAL OBJECTIVES

Cognitive: The student applies watercolor techniques in planning a picture illustrating the effect sunlight has on environment.

Affective: After this study, the student will be sensitive to the world around him and understand the importance of the sun in his life.

Skills to be Learned
Watercolor wash

1. Skill in mixing colors and applying them
2. Steps in technique of this media

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. View a movie on watercolor technique.
 - B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight.
 - C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow).
 - D. Complete one watercolor painting.

the sun, the basic Discipline Area Art
 energy, is converted Subject Painting
 Photosynthesis into a Problem Orientation Sunlight Grade 9-12
 things can use for

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES
Techniques environment. study, sensitive him and chance of	<div data-bbox="309 1117 909 1742"> <p>I. Student-Centered in class activity</p> <p>A. View a movie on watercolor technique.</p> <p>B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight.</p> <p>C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow).</p> <p>D. Complete one watercolor painting.</p> </div> <div data-bbox="938 1117 1393 1196"> <p>II. Outside Resource and Community Activities</p> </div>
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Objectives	Continued and Additional Suggested Learning Experiences
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ESFA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	<u>2. All living organisms interact</u>	Discipline Area	Ar
	<u>among themselves and their</u>	Subject	Pa
	<u>environment, forming an intricate</u>	Problem Orientation	
	<u>unit called an ecosystem.</u>		

BEHAVIORAL OBJECTIVES

Cognitive: Each student will be able to paint a watercolor picture using a landscape study made outside.

Affective: Students will show an awareness of the environment through the study and painting of a landscape.

Skills to be Learned
Control of watercolor
A. Wash (large areas)
B. Dry brush (detail)
C. Care & knowledge of tools involved in the use of watercolor.

SUGGESTED LEARNING

- I. Student-Centered in class activity
- A. The class will see "Colors in Nature" a part of "Environmental Awareness" series.
 - B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.

organisms interact Discipline Area Art
and their Subject Painting
ing an intricate Problem Orientation Aesthetic Awareness Grade 9-12
system.

VES	SUGGESTED LEARNING EXPERIENCES	
nt a ing e ill the he a	I. Student-Centered in class activity A. The class will see "Colors in Nature" a part of "Environmental Awareness" series. B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.	II. Outside Resource and Community Activities A. The students will take sketch books and go outside either as individuals or a group and sketch various landscapes, noting types and position of trees, horizon and colors.
)) of the		

Resource and Reference Materials	Continued and Additional Suggest
<p data-bbox="512 929 759 952"><u>Publications:</u></p> <p data-bbox="534 952 1116 1058"><u>Painting Trees</u>, Pitman <u>American Tradition in Painting</u>, McCoubey, John W.</p> <p data-bbox="512 1411 759 1446"><u>Audio-Visual:</u></p> <p data-bbox="534 1446 1078 1646"><u>"Seeing Trees & Clouds"</u> BFA Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404 <u>"Color"</u> FA 101 I-C-E RMC</p> <p data-bbox="512 1775 703 1811"><u>Community:</u></p>	

gges Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

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2. All living organisms interact
among themselves and their
environment, forming an intricate
unit called an ecosystem.

Discipline Area Art
Subject Painting
Problem Orientation Aesthetic Awareness

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Each student should be able to reproduce a still life composed of at least one natural object and background in water color.</p> <p><u>Affective:</u> Students will show an awareness of the ecosystem through studying and painting.</p>	<p>I. Student-Centered in class activity</p> <p>A. The class will see the filmstrip on "Environmental Awareness".</p> <p>B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail.</p> <p>C. The chosen objects will be arranged in a suitable composition for painting.</p> <p>D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.</p>
<p><u>Skills to be Learned</u> <u>Control of watercolor</u></p> <p>A. Wash</p> <p>B. Dry brush</p> <p>C. Care and knowledge of tool involved in the use of the media</p>	

organisms interact Discipline Area Art
 ves and their Subject Painting
 Aest Aesthetic
 ware forming an intricate Problem Orientation Awareness Grade 9-12
 n ecosystem.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
II. Student life est c and er color. cs will of the studying	I. Student-Centered in class activity A. The class will see the filmstrip on "Environmental Awareness". B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail. C. The chosen objects will be arranged in a suitable composition for painting. D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.	II. Outside Resource and Community Activities A. Take a field trip to a wildlife sanctuary or any natural environment (woods, lakes, field, stream) to study nature, its movement, color and composition.
ned lor ledge ved in e media		

earn	ls	Continued and Additional Suggested Learning Experiences
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C 5. An adequate supply of clean air is
O
N essential because most organisms depend
C
E on oxygen, through respiration, to
P
T release the energy in their food.

Discipline Area Art
Subject Painting
Problem Orientation Air Po

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> After observation and discussion, the student will be able to produce a water color painting simulating atmospheric and land conditions resulting from polluted air.</p> <p><u>Affective:</u> The student will show an awareness of a polluted environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Have class make wash paintings of sky and grass.</p> <p>B. Controlling the medium, add black or orange to grey the blue near the horizon.</p> <p>C. Grey the green as the sky-- use red with green.</p> <p>D. After the background is dry, add details of students' choice in dry brush.</p>	<p>II. C</p> <p>Co the</p> <p>A</p> <p>B</p> <p>os-</p> <p>ons</p> <p>ai</p> <p>wi</p> <p>col</p> <p>was</p> <p>nd</p> <p>E</p>
<p><u>Skills to be Learned</u></p> <p>Control of watercolor wash</p> <p>Study of color value and intensity through use of complimentary or black.</p>		

of clean air is Discipline Area Art
ing organisms depend Subject Painting
Po expiration, to Problem Orientation Air Pollution Grade 9-12
their food.

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
I. C Co the A os- B ons air. will pol-	I. Student-Centered in class activity A. Have class make wash paintings of sky and grass. B. Controlling the medium, add black or orange to grey the blue near the horizon. C. Grey the green as the sky-- use red with green.	II. Outside Resource and Community Activities A. A ride in the community noting air and land problems--Discuss. B. Drive to the coal dock and river to note effect on environment.
wash and E	D. After the background is dry, add details of students' choice in dry brush.	

Resource and Reference Materials	Continued and Additional
<u>Publications:</u> <u>Arthur J. Barbour believes in a</u> <u>Design Plan, American Artist,</u> <u>34:66-7, February, 1970</u> <u>Progress Toward Color Coordination,</u> <u>RIBA Journal, 76:491, November, 1969</u>	
<u>Audio-Visual:</u> <u>Awareness in the City, Environmental</u> <u>Awareness, filmstrip, I-C-E RMC</u>	
<u>Community:</u>	

Reference Materials	Continued and Additional Suggested Learning Experiences
<p>ur believes in a rican Artist, y, 1970 Color Coordination, :491, November, 1969</p>	
<p>e City, Environmental trip, I-C-E RMC</p>	

C 6. Natural resources are not equally
 O distributed over the earth or over Discipline Area
 N time and greatly affect the Subject
 C geographic conditions and quality Problem Orient
 E of life.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: Following research and discussion, the student will employ experimental techniques to show the beginning stages of painting.	I. Student-Centered in class activity A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides 1. Discuss what types of paint they used & how they mixed them. 2. Discuss types of brushes they used & how they made them.
Affective: The student will appreciate the sophisticated materials available to today's craftsman compared to early painting.	B. Experience in mixing own paints from natural materials & brushes
Skills to be Learned 1. Skill in developing pre-historic painting techniques. 2. Skill in mixing pigment from natural materials	C. Bring in a flat stone to make a painting on similar to caveman painting

al resources are not equally

ed over the earth or over

Discipline Area Art

greatly affect the

Subject Painting

conditions and quality

Problem Orientation Use of Natural Grade 9-12
Resources for Painting

L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
Following research the student experimental show the es of paint- student will sophisticated able to man compared ng.	<div>I. Student-Centered in class activity</div> <div>A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides</div> <div>1. Discuss what types of paint they used & how they mixed them.</div> <div>2. Discuss types of brushes they used & how they made them.</div> <div>B. Experience in mixing your own paints from natural materials & brushes too.</div> <div>C. Bring in a flat stone to make a painting on similar to caveman paintings.</div> <div>II. Outside Resource and Community Activities</div> <div>A. Do research in the library on pre-historic painting & subject matter used.</div> <div>B. Collect natural products for use in developing, painting materials.</div>
earned veloping e painting ing pigment materials	

Resource and Reference Materials	Continued and Additional Suggest
<u>The Artists Handbook of Materials & Techniques</u> , Ralph Mayer 3rd ed. Viking Press <u>Antiquity of The Art of Painting</u> Renaissance Quarterly 23 no. 2: 17 6-7 Summer '70	
<u>Audio-Visual:</u> <u>Painting the Creative Process</u> EFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404	
<u>Community:</u>	

Materials Continued and Additional Suggested Learning Experiences.

Materials

For

Painting

no. 2:

Process

C 9. Man has the ability to manage,
 O
 N manipulate, and change his
 C
 E environment.
 P
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Discipline Area Art
 Subject Soil
 Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student should know the techniques of soil painting and produce a sand painting depicting land management.

Affective: The student will show an awareness of the many types of soil and of some types of management.

Skills to be Learned
 Preparing soil for use in sand painting
 Composing a well-organized and managed area (such as a park or city section)

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types.

B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.

II. Outside Community

t ty to manage, Discipline Area Art
il ge his Subject Soil painting
Problem Orientation Land use Grade 9-12

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types.
- B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug
<p data-bbox="514 869 757 902"><u>Publications:</u></p> <p data-bbox="532 902 1164 1003"><u>Garden Cities of Tomorrow</u>, Howard, Ebenezer, Cambridge Mass, M.I.T. Press, '65</p> <p data-bbox="514 1126 757 1160"><u>Audio-Visual:</u></p> <p data-bbox="532 1160 1178 1261"><u>Survey of American Painting</u>, Nat. Gallery of Art, Extension Services, Washington, D.C. 20565</p> <p data-bbox="532 1261 1065 1328"><u>FS31 America's Arts & Skills</u>, Part VI</p> <p data-bbox="532 1328 1159 1361"><u>The Timeless Southwest</u>, I-C-E RMC</p> <p data-bbox="508 1585 690 1619"><u>Community:</u></p> <p data-bbox="527 1619 1103 1720">Quarries, gardens, gravel pits, beaches Sand pits</p>	

Sug Materials	Continued and Additional Suggested Learning Experiences
ow, Howard, , M.I.T.	
ting, Nat. on Services, kills, I-C-E RMC	
el pits,	

C 10. Short-term economic gains may
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N produce long-term environmental
C
E losses.
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T

Discipline Area Art
Subject Painting
Problem Orientation environmental losses

ESEA Title III -59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will discuss beauty in nature. He will comprehend the significance of beauty as an aesthetic value which stands out against pollution.

Affective: The student will be conscious of the fact that environmental factors such as air, water and land are beautiful in themselves and must be preserved.

Skills to be Learned
Study of color
Handling of water color wash
Care of equipment

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.

II. Outside
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economic gains may
term environmental

Discipline Area Art

Subject

Painting

Problem Orientation Awareness of environmental losses

Grade 9-12

OBJECTIVES

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and are
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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.

II. Outside Resource and Community Activities

- A. Discussion of the Impressionists' interest in light and how they produce a feeling of movement in water, atmospheric changes and sunshine.
B. Slides of Impressionist paintings
C. Filmstrip on color
D. Books of Impressionist paintings and artists.

urned

color

Resource and Reference Materials	Continued and Additional Suggested Le
<p data-bbox="350 909 597 931"><u>Publications:</u></p> <p data-bbox="369 931 982 1088">Landscape Drawing, J. Hayes Connoisseur, 173:17-24, Jan. '70 Fine Arts Publications-Series II FA Impressionism, Vol. 5, No. 1, 201 1963, I-C-F RMC</p> <p data-bbox="350 1189 597 1211"><u>Audio-Visual:</u></p> <p data-bbox="369 1211 1058 1447">"Seeing Trees and Clouds," Series of 4 filmstrips, BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404 <u>Painting and Drawing with Expression,</u> BFA <u>Impressionism,</u> BFA</p>	

Le Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T 1. Energy from the sun, the basic Discipline Area Art
source of all energy, converted Subject Graphics
through plant photosynthesis into a Problem Orientation Sun E
form all living things can use for
life processes.

BEHAVIORAL OBJECTIVES

Cognitive: The student will produce a print using linoleum. The print will be an abstract interpretation of the theme of sun energy or sun symbolism.

Affective: The student will perceive that the sun is the source of all energy and demonstrate this by symbolizing the sun.

Skills to be Learned
 Observation skills
 Library skills
 Skills in developing ideas
 Skill in printing techniques
 Neatness
 Self-evaluation
 Evaluation of other work
 Originality

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.
 - B. Show movie, "Quetzalcoatl", and then discuss.
 - C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.
 - D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.

(cont.)

Basic Discipline Area Art
Inverted Subject Graphics
into a Problem Orientation Sun Energy Grade 9-12
se for

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.
- B. Show movie, "Quetzalcoatl", and then discuss.
- C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.
- D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.

(cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u></p> <p>Watson, Ernest W., "Linoleum Block Printing", Springfield, Mass., Milton Bradley Co., 1929</p> <p>Heller, Jules, "Printmaking Today", New York, Holt, Rinehart & Winston, Inc. 1972</p> <p>Perry, Raymond W. "Block Printing Craft", Peoria, Ill., The Manual Arts Press, 1938</p> <p>110 Th Energy Sources, (Student manual & teacher's guide)</p> <p>I-C-E RMC</p>	<p>I. (cont.)</p> <p>E. Explain the project, demonstrate printing from beginning to end</p> <p>F. Students work on prints.</p> <p>A G. Critique project.</p>
<p><u>Audio-Visual:</u></p> <p>"Quetzalcoatl" 16 mm film. Aztec legend with artifacts animated to tell how the sun brought life to the people.</p> <p>"Sun's Energy", #6949 BAVI</p> <p>"Basic Reproduction Process in the Graphic Arts", BAVI</p>	
<p><u>Community:</u></p>	

ests	Continued and Additional Suggested Learning Experiences
<p>emori g to s. ay", ston, ng al</p>	<p>I. (cont.) E. Explain the project, demonstrate linoleum block printing from beginning to end. F. Students work on prints. G. Critique project.</p>
<p>c i ife he</p>	

C 2. All living organisms interact Discipline Area Art
 O among themselves and their Subject Graph
 N environment, forming an intricate Problem Orientation Ba
 C unit called an ecosystem.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> The student will prepare a collagraph print to illustrate the basic theme that man has altered the balance of nature.</p> <p><u>Affective:</u> The student will show an awareness of the ecosystem by creating a print that demonstrates man's important role in changing the balance of nature.</p>	<p>I. Student-Centered in class activity</p> <p>A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.</p> <p>B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.</p> <p>C. Demonstrate how to organize & prepare a plate for printing. Show inking & printing.</p> <p>D. Show examples of collagraph printing.</p> <p>E. Have students make a print.</p> <p>F. Critique the finished project.</p>
<p><u>Skills to be Learned</u></p> <p>Library skills</p> <p>Observation</p> <p>Developing ideas</p> <p>Printing</p> <p>Neatness</p> <p>Self-evaluation</p>	

interact Discipline Area Art
air Subject Graphics
intricate Problem Orientation Life cycle and
Balance of Nature Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.
- B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.
- C. Demonstrate how to organize & prepare a plate for printing. Show inking & printing.
- D. Show examples of collagraph printing.
- E. Have students make a print. Critique the finished project.

II. Outside Resource and Community Activities

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

C 4. An adequate supply of pure
O
N water is essential for life.

C
E
P
T

Discipline Area

Subject

Problem Orientation

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING OBJECTIVES

Cognitive: After observation of wildlife in and about a freshwater source, child makes collage demonstrating his understanding of life on an adequate supply of pure water.

Affective: Student will show an awareness of the collage as an art form and will develop an attitude toward an observed situation.

Skills to be Learned

Composition of a collage
Research skills
Skills of observation

I. Student-Centered in class activity

A. The class will clip out of magazines pictures relating to nature and the importance of water.

B. Each student will compose collage about some animal bird that was seen utilizing the water source. Effects the adequate supply of pure water should be clearly communicated.

adequate supply of pure

Discipline Area Art

essential for life.

Subject Collage

Problem Orientation Pure Water Grade 9-12

OBJECTIVES

After observing
wildlife in and
water source,
collage demon-
strating
adequate supply
Student will
know the
importance of the
art form and
have an attitude toward
the situation.

Learned
of a collage
this
observation

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. The class will clip out of magazines pictures relating to nature and the importance of water.
- B. Each student will compose a collage about some animal or bird that was seen utilizing the water source. Effects of the adequate supply of pure water should be clearly communicated.

II. Outside Resource and Community Activities

- A. A field trip to the local wildlife refuge may be arranged.
- B. Make sketches of the birds and animals observed around the water source.

Resource and Reference Materials

Publications:

Contemporary Collages by Murray
Zucker, Interiors, 129:72, May, 1970
"Conserving Our Waters & Cleaning
the Air", teacher guide and student
manual, I-C-E RMC

Audio-Visual:

Community:

Continued and Additional Suggest

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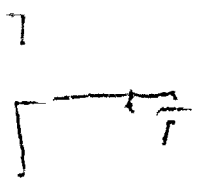
Materials	Continued and Additional Suggested Learning Experiences
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Murray , May, 1970 Cleaning nd student	
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C	<u>6. Natural resources are not equally</u>	Discipline Area	Art
O	<u>distributed over the earth or over</u>	Subject	Graphic
N	<u>time and greatly affect the geographic</u>	Problem Orientation	Natural
C	<u>conditions and quality of life.</u>		So

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EXP	
ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>Cognitive:</u> The student will collect natural materials and translate them to use as the pigment in a mono print.</p> <p><u>Affective:</u> The student will appreciate the fact, and understand that various art pigments can be derived from many natural resources and that all pigments are the product of natural resources.</p>	<p>I. Student-Centered in class activity</p> <p>A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use.</p> <p>1. Weeds</p> <p>2. Vegetables, etc.</p> <p>B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques.</p> <p>C. The student will produce colors and make a print.</p> <p>D. The student will comprise a list of materials used and will share his knowledge with the class.</p> <p>E. Critique projects.</p>	<p>II. Outside</p> <p>. Commun</p> <p>A. The</p> <p>on</p> <p>the</p> <p>pro</p> <p>B. Dis</p> <p>exp</p> <p>sid</p>
	<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Library skills</p> <p>Skill in developing ideas</p> <p>Originality</p> <p>Printing techniques</p> <p>Neatness</p> <p>Self-evaluation</p> <p>Evaluation of other work</p>		

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>The student will use natural materials to produce a print that all the children can understand and that all the children can make.</p>	<p>I. Student-Centered in class activity</p> <p>A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use.</p> <ol style="list-style-type: none"> 1. Weeds 2. Vegetables, etc. <p>B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques.</p> <p>C. The student will produce colors and make a print.</p> <p>D. The student will comprise a list of materials used and will share his knowledge with the class.</p> <p>E. Critique projects.</p>	<p>II. Outside Resource and Community Activity</p> <p>A. The student will do research on color pigments and where they come from and how they are produced.</p> <p>B. Direct the student to begin exploring for materials outside of class.</p>
<p>Learned skills</p> <p>Developing ideas</p> <p>Techniques</p> <p>ion</p> <p>f other work</p>		



Resource and Reference Materials	Continued and Additional Sugges
<p data-bbox="336 817 591 851"><u>Publications:</u></p> <p data-bbox="354 851 1101 952"><u>Form, Space and Vision</u>, Graham Collier, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1965</p> <p data-bbox="354 952 1101 1052"><u>Printmaking Today</u>, Heller, Jules,, N.Y., Holt, Rinehart & Winston (section on mono printing)</p> <p data-bbox="354 1052 1064 1153"><u>The Artists Handbook of Materials and Techniques</u>, Ralph Mayer, 3rd ed., Viking Press</p> <p data-bbox="336 1344 582 1377"><u>Audio-Visual:</u></p> <p data-bbox="327 1646 646 1713"><u>Community:</u> Library research</p>	

s Continued and Additional Suggested Learning Experiences

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C 5. Natural resources are not
 O equally distributed over the earth Discipline Area Ar
 N or over time and greatly affect Subject Gr
 C the geographic conditions and quality Problem Orientation
 E of life.

ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
	<p>Cognitive: The student will produce a composition using texture rubbings from man made and natural objects, with the idea of using as many different resources as possible to gain a finished composition.</p> <p>Affective: The student will show an awareness of the variety of textures in his environment by listing all of the resources that he used in his composition.</p> <p><u>Skills to be Learned</u> Observational skills Skill in organization of composition Neatness Skill in selection of resources.</p>	<p>I. Student-Centered in class activity Begin with question A. What is texture? Where is it found? Discuss this briefly & start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building. B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural. C. Demonstrate the project and explain that it will be basically an outdoor project. D. Create a composition by selecting interesting man made & natural texture.</p>

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Graphics (Texture Rubbings)

itions and quality Problem Oriantation Use of Natural Grade 9-12
Resources

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ion al ent o tion. of urces po-	<p>I. Student-Centered in class activity</p> <p>Begin with question</p> <p>A. What is texture? Where is it found? Discuss this briefly & start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building.</p> <p>B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural.</p> <p>C. Demonstrate the project and explain that it will be basically an outdoor project.</p> <p>D. Create a composition by selecting interesting man made & natural textures.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Have students look for texture around the school building.</p> <p>B. Take a field trip or excursion outdoors to search for differe textures to use in texture rubbing composition.</p>

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ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	8. Cultural, economic, social, and	Discipline Area	Ar	e
	political factors determine status	Subject	Wea	Fact
	of man's values and attitudes	Problem Orientation		blue
	toward his environment.			env

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING OBJECTIVES
<p><u>Cognitive:</u> Students will demonstrate by weaving a sampler of their own design an awareness of the cultural value this art achieves.</p> <p><u>Affective:</u> Students will show an awareness of the cultural, economic and social factors of the art of weaving through their completed work.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students decide on the type of weaving to be done.</p> <p>B. String the loom.</p> <p>C. Complete the project and take it off the loom.</p>
<p><u>Skills to be Learned</u></p> <p>Building & dressing a simple loom</p> <p>Learning the vocabulary of weaving</p> <p>Weaving techniques</p>	

... economic, social, and
 factors determine status
 values and attitudes
 environment.

Discipline Area Art
 Subject Weaving
 Problem Orientation Cultural Values Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>Students will weaving a r own nness of ue this</p> <p>Students will ess of the omic and of the through l work.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students decide on the type of weaving to be done.</p> <p>B. String the loom.</p> <p>C. Complete the project and take it off the loom.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Field trip to museum.</p> <p>B. Ask for display materials to be assembled and discussed.</p> <p>C. Contact a local weaver for a demonstration or lecture.</p>
<p>earned sing a vocabulary ques</p>		

Resource and Reference Materials	Continued and Additional Suggested Learning Materials
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Publications:

"Weaving", Reinhold.
"Hand Weaving & Craftsman"
magazine

Audio-Visual:

"How to make a simple loom & weave"
Encyclopedia Britannica Educational
Corp.
425 N. Michigan
Chicago, Ill. 60611

Community:

Mrs. Karen Hagemeister
% UWGB

Continued and Additional Suggested Learning Experiences

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tional

C	8. Cultural, economic, social,	Discipline Area	Art
O			
N	and political factors determine	Subject	Graphic
C			Media
E	status of man's values and	Problem Orientation	
P			
T	attitudes toward his environment.		

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Student will prepare a photograph using machine forms and natural objects to illustrate an underlying theme of mechanical domination over nature.</p> <p><u>Affective:</u> The student will show an awareness of the machine and its dominance over nature by relating his print to this theme.</p>	<p>I. Student-Centered in class activity</p> <p>A. Initial experience - individual fieldtrips.</p> <ol style="list-style-type: none"> 1. Junk yards 2. Dumps 3. Factories 4. Transportation <ol style="list-style-type: none"> a. Areas of heavy traffic b. Railroads c. Freeways d. Airports <p>B. Individual fieldtrips to nature areas.</p> <ol style="list-style-type: none"> 1. Forest & untouched areas 2. State & county parks 3. Wildlife refuge 4. In class movies on national parks & forests <p>C. Instruct students to take pictures or sketch interesting objects and scenes to share.</p> <p>D. Students will collect objects for print.</p> <ol style="list-style-type: none"> 1. Machine forms - gaskets, nuts, bolts, washers, etc. (cont.)
<p><u>Skills to be Learned</u></p> <p>Observation</p> <p>Library skills</p> <p>Originality</p> <p>Developing ideas</p> <p>Neatness</p> <p>Imprinting techniques</p> <p>Self-evaluation</p> <p>Evaluation of other work</p>	

onomic, social, Discipline Area Art
 ctors determine Subject Graphic Printing
 values and Problem Orientation Mechanical Domination
of Nature Grade 9-12
 his environment.

IVES	SUGGESTED LEARNING EXPERIENCES	
will and lying are. ent ss of re by to	<p>I. Student-Centered in class activity</p> <p>A. Initial experience - individual fieldtrips.</p> <ol style="list-style-type: none"> 1. Junk yards 2. Dumps 3. Factories 4. Transportation <ol style="list-style-type: none"> a. Areas of heavy traffic b. Railroads c. Freeways d. Airports <p>B. Individual fieldtrips to nature areas.</p> <ol style="list-style-type: none"> 1. Forest & untouched areas 2. State & county parks 3. Wildlife refuge 4. In class movies on national parks & forests <p>C. Instruct students to take pictures or sketch interesting objects and scenes to share.</p> <p>D. Students will collect objects for print.</p> <ol style="list-style-type: none"> 1. Machine forms - gaskets, nuts, bolts, washers, etc. <p>(cont.)</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Explain the project more fully as far as the general theme is concerned. Try to get them to relate to what they have seen and felt on both excursions and to express it in a print.</p> <ol style="list-style-type: none"> 1. Exhibit sketches and photographs, and exchange ideas in a group discussion. <p>B. Show movies on pollution and conservation to further implant the idea in their minds of technological dominance of nature.</p>

Resource and Reference Materials Publications:	Continued and Additional Suggested
<p>"God's Own Junkyard", Peter Blake, Holt, Rinehart & Winston, N. Y. 1964</p> <p>VF "Give Earth A Chance Series", I-C-E RMC</p> <p>100 <u>Wa Man & His Environment Interaction & Interdependence</u>, I-C-E RMC</p> <p>120 <u>O Our Man-Made Environment</u>, I-C-E RMC</p> <p>150 <u>La The Diligent Destroyers</u>, I-C-E RMC</p> <p><u>Paper, Ink and Roller Printing for Beginners</u>, Howard, George, N.Y. Crown Publishing, 1959</p> <p>Gorbathy, Norman, <u>Printmaking With a Spoon</u>, O. S. Reinhold Pub. Co.</p> <p>Zaidenberg, Arthur, <u>Prints & How to Make Them</u>, N.Y. Harper & Row 1964</p>	<p>I. (cont.)</p> <p>2. Natural forms - weeds, flowers, leaves, bones, insects, etc.</p> <p>E. Demonstrate printing.</p> <p>F. Student printing.</p> <p>G. Class critique.</p>
<p><u>Audio-Visual:</u></p> <p>16 mm. Film - All available from BAVI:</p> <p>"National Parks: Our American Heritage"</p> <p>"Apostle Islands Region"</p> <p>"Glacier Park Studies"</p> <p>"Pollution is a Matter of Choice"</p> <p>"Conserving Our Wildlife Today"</p> <p>"Conservation & the Balance of Nature"</p> <p>"Conservation to Save Our Environment"</p> <p><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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|---|---|
| Blake,
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How
Row
From
an
hoice"
day"
of | I. (cont.)
2. Natural forms - weeds, flowers, sticks, pebbles,
leaves, bones, insects, etc.
E. Demonstrate printing.
F. Student printing.
G. Class critique. |
|---|---|

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	8. Cultural, economic, social and	Discipline Area	
	political factors determine	Subject	
	status of man's values and	Problem Orientation	
	attitudes toward his environment.		

BEHAVIORAL OBJECTIVES

Cognitive: Students will use machine forms and natural objects, cast in plaster of paris, & know the techniques of making a vacuum form print, with an underlying theme of mechanical domination over nature.

Affective: The students will demonstrate an awareness of the machine and its dominance over nature by relating his print to this theme.

Skills to be Learned

Observation
Developing ideas
Originality
Vacuum forming
Neatness
Self-evaluation
Evaluation of other work

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Project will begin with individual student field-trips after brief instructions of some of the things to be aware of (machine & natural objects).
 - B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition.
 - C. The student will produce a vacuum form composition in the following way:
 1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine.
 2. Follow set procedure for forming.
 3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea.
 4. Critique finished vacuum form.

economic, social and Discipline Area Art
 factors determine Subject Graphics
 Mechanical Domination
 's values and Problem Orientation of Nature Grade 9-12
 ard his environment.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>s will and ast in & know making t, with e of ion</p> <p>dents n achine over his e.</p>	<p>I. Student-Centered in class activity</p> <p>A. Project will begin with individual student fieldtrips after brief instructions of some of the things to be aware of (machine & natural objects).</p> <p>B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition.</p> <p>C. The student will produce a vacuum form composition in the following way:</p> <ol style="list-style-type: none"> 1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine. 2. Follow set procedure for forming. 3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea. 4. Critique finished vacuum form. 	<p>II. Outside Resource and Community Activities</p> <p>A. Initial experience - individual fieldtrips for purposes of collection and observation.</p> <ol style="list-style-type: none"> 1. Junk yards 2. Dumps 3. Factories 4. Service stations and garages <p>B. Second experience - individual fieldtrip to natural areas for purposes of collection & observation.</p> <ol style="list-style-type: none"> 1. Forests, fields, basically untouched areas 2. State, county & local parks 3. Wildlife refuges <p>C. The student will collect objects for a vacuum form that are man-made.</p> <ol style="list-style-type: none"> 1. Machine forms, bolts, gaskets, nuts, etc. 2. Natural (forms) weeds

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u></p> <p>"Weber Vacuum Form Machines" John Weber Vacuum Form Co. Lincoln Illinois 62656 Write Ron Stokes, Head Art Dept. Manitowoc Public Schools Manitowoc, Wis.</p> <p>"God's Own Junkyard", 1964 Holt Rineholt & Winston Co., N.Y.</p>	<p>II. (cont.)</p> <p>flowers, sticks, pebbles, leaves etc. from which plaster casts</p>
<p><u>Audio-Visual:</u></p>	
<p><u>Community:</u></p> <p>Junk yards Dumps Factories Service stations & garages Forests, fields, parks</p>	

Materials	Continued and Additional Suggested Learning Experiences
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nes" Co. 6 Art. Dept. ls 64 n Co., N.Y.	II. (cont.) flowers, sticks, pebbles, leaves, bones, insects, etc. from which plaster casts can be made.
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C O N C E P T

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Art

Subject Graphics

Problem Orientation Land

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
<p><u>Cognitive:</u> The student will apply reduction woodcut principles in a print with this basic theme: Man's misuse of his land.</p> <p><u>Affective:</u> The student accepts responsibility for the use of his land and environment by the basic ideas he portrays in this project.</p>	<p>I. Student-Centered in class activity</p> <p>A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples.</p> <p>B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually.</p> <p>C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or filmstrips on pollution or land use and misuse.</p> <p>D. Lecture on printing and demonstrate the technique of printing.</p>	<p>II. Outside</p> <p>Communi</p> <p>A. Stud</p> <p>the</p> <p>land</p> <p>B. Coll</p> <p>such</p> <p>C. Take</p> <p>where</p> <p>junk</p> <p>either</p> <p>indi</p> <p>local</p> <p>D. Exhi</p> <p>disp</p> <p>local</p> <p>esta</p>
<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Skill in printing technique</p> <p>Neatness</p> <p>Self-evaluation</p> <p>Library skills</p> <p>Skill in developing ideas</p> <p>Skill in sketching</p>		

(cont.)

ability to manage, _____ Discipline Area Art
 change his _____ Subject Graphics (reduction woodcut)
 _____ Problem Orientation Land use Grade 9-12

	SUGGESTED LEARNING EXPERIENCES	
S t ic t y nd e ys	I. Student-Centered in class activity A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples. B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually. C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or film-strips on pollution or land use and misuse. D. Lecture on printing and demonstrate the technique of printing.	II. Outside Resource and Community Activities A. Student must prepare a list of the ways that man misuses the land especially locally. B. Collect or take photographs of such places or events. C. Take a field trip to places where land is misused--dumps, junkyards, open pits, etc. either as a group or individually. Try to do this locally. D. Exhibition of prints in school display areas and possibly locally at various business establishments.
y h-	(cont.)	

Resource and Reference Materials	Continued and Additional Suggestions
<p data-bbox="384 846 655 873"><u>Publications:</u></p> <p data-bbox="384 873 1183 1115"> <u>Printmaking Today</u>, Jules Heller, Holt, Rinehart & Winston, Inc., N.Y. 170 "Conserving Our Waters & Cleaning Pe the Air," I-C-E RMC "Art in Woodcut," BFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404 </p>	<p data-bbox="1183 846 1401 884">II. (cont.)</p> <p data-bbox="1183 884 1816 1115"> E. Critique the projects interpretations to add </p>

s Continued and Additional Suggested Learning Experiences

II. (cont.)

- E. Critique the projects and compare the personal interpretations to actual things that were seen. .

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C 9. Man has the ability to manage,
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T

Discipline Area Art

Subject Graphic

Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will discuss environmental problems and will then choose an area that he believes needs changing. He will create a silk screen poster and sweat shirt to be used as a vehicle for change.

Affective: The student will appreciate the fact that it is everyone's duty to help manage and change his environment by any means necessary.

Skills to be Learned

Observational skills
Library skills
Skill in developing ideas
Skill in printing technique
Neatness
Self-Evaluation
Evaluation of other work
Originality

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin this project with an assignment for the student. Have them brainstorm and write down all of the environmental problems that they can think of for purposes of class discussion.
- B. Discuss these problems and classify them into major problem areas or environmental concepts.
- C. Explain the project, and have the student choose an area to cover.
- D. Briefly cover posters in art history. Show slides, movies, filmstrips.
- E. Lecture on silk screen printing, show films, demonstrate technique.
- F. Have them print posters on tag board and then on sweatshirts or T-shirts.
- G. Class critique and select locations for posters.

II. Out of class

manage, Discipline Area Art
Subject Graphics (silk screen)
Environmental
Problem Orientation Change Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Begin this project with an assignment for the student. Have them brainstorm and write down all of the environmental problems that they can think of for purposes of class discussion.
- B. Discuss these problems and classify them into major problem areas or environmental concepts.
- C. Explain the project, and have the student choose an area to cover.
- D. Briefly cover posters in art history. Show slides, movies, filmstrips.
- E. Lecture on silk screen printing, show films, demonstrate technique.
- F. Have them print posters on tag board and then on sweatshirts or T-shirts.
- G. Class critique and select locations for posters.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sugges
<p><u>Publications:</u> <u>Artist-Manual for Silk Screen Print-</u> <u>making, Harry Shokler, N.Y., American</u> <u>Artists Group, 1946</u> <u>Silk Screen Printing, Slernberg,</u> <u>Harry, N.Y., McGraw, 1942</u> <u>Block & Silk Screen Printing, Ahlberg,</u> <u>G. and Jarnery J, G., N.Y., Sterling</u> <u>Publishing Co., Inc., 1961</u> <u>Graphics, periodical on posters</u> <u>Posters, George F. Hoth, Davis</u> <u>Publications, Inc., Worcester, Mass.</u></p> <p><u>Audio-Visual:</u> <u>16 mm. movies</u> <u>Basic Methods of Screen Process Printing</u> <u>BAVI</u> <u>Environmental Pollution..Our World in</u> <u>Crisis, Project I-C-E, RMC</u> <u>Silk Screen Series, (set of 6 super 8</u> <u>filmloops) BFA Educational Media,</u> <u>2211 Michigan Ave., Santa Monica,</u> <u>Calif.</u> <u>Screen Process Printing, (series of</u> <u>4 filmstrips) International Film</u> <u>Bureau, Inc., 332 S. Michigan Ave.,</u> <u>Chicago, Ill</u> <u>Environment: What Can be Done, Life</u> <u>Educational Materials Center</u></p> <p><u>Community:</u> <u>Library</u> <u>Individual field trips</u> <u>People in the community view posters</u> <u>and sweatshirts.</u></p>	

ls	Continued and Additional Suggested Learning Experiences
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C	12. Private ownership must be	Discipline Area	Art
O			
N	regarded as a stewardship and	Subject	Graphic
C			Env
E	should not encroach upon or violate	Problem Orientation	cha
P			
T	the individual right of others.		

BEHAVICRAL OBJECTIVES	SUGGESTED LEARNING EXP	
<p><u>Cognitive:</u> The student will make an ecology button which epitomizes his individual emotions and concerns for change after researching environmental problems.</p> <p><u>Affective:</u> The student will assume responsibility to protect his as well as all other mens' rights where environmental problems are concerned.</p>	I. Student-Centered in class activity	II. Outs Commu
	<p>A. The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment.</p> <p>B. The student will respond to these problems and will make an effort to change them through his own creative art work.</p> <p>C. The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems.</p> <p>D. This project could possibly be integrated with an English assignment in slogan writing.</p>	
<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Skill in linoleum block printing</p> <p>Compositional skill</p> <p>Skill in developing good, creative and original ideas</p> <p>Neatness</p> <p>Good work habits</p> <p>Self evaluation</p>		

(cont.)

be _____ Discipline Area Art
nd _____ Subject Graphics (linoleum block print)
violate _____ Environmental
ers. _____ Problem Orientation change Grade 9-12

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class
ivity

The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment. The student will respond to these problems and will make an effort to change them through his own creative art work.

The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems. This project could possibly be integrated with an English assignment in slogan writing.

II. Outside Resource and
Community Activities

(cont.)

Resource and Reference Materials	Continued and Additional
<u>Publications:</u> <u>Linoleum Block Printing.</u> Watson, Ernest W., Springfield, Mass., Milton Bradley Co., 1929 <u>Printmaking Today,</u> Heller, Jules, N.Y., Holt, Rinehart & Winston, Inc., 1972 <u>Block Printing Craft,</u> Petty, Raymond W., Peoria, Ill., The Mannual Arts Press, 1938 <u>OF Give Earth a Chance Series,</u> I-C-E, RMC 150 <u>The Diligent Destroyers,</u> I-C-E, LA RMC	I. (cont.) E. Lecture on printing printing.
<u>Audio-Visual:</u> <u>Basic Reproduction Process in the</u> <u>Graphic Arts,</u> BAVI <u>Pollution is a Matter of Choice,</u> BAVI <u>Conservation To Save Our Environ-</u> <u>ment,</u> BAVI <u>Conservation and the Balance of</u> <u>Nature,</u> BAVI <u>Conserving Our Wildlife Today,</u> BAVI	

Continued and Additional Suggested Learning Experiences

I. (cont.)

- E. Lecture on printing and demonstrate technique of printing.

C	<u>1. Energy from the sun, the basic</u>	Discipli
O	<u>source of all energy, is converted</u>	Subject
N	<u>through plant photosynthesis into a</u>	Problem
C	<u>form all living things can use for life process</u>	
E		
P		
T		

BEHAVIORAL OBJECTIVES

Cognitive: The students will evaluate their series of pictures as to their aesthetic aspects.

Affective: The student will attempt to identify aesthetic characteristics of photographs.

Skills to be learned
 Proper spacing of frames in terms of subject development and/or change
 Selection of subject in aesthetic terms
 Establishing aesthetic criteria

SUGG

- I. Student-Centered in activity
 - A. Teacher demonstration lapse photography some A.V. means (photos, etc.).
 - B. Discussion of material above. Problems that will be involved.
 - C. Through small groups and individually lists, students demonstrate sun and an aesthetically image.

(Possible Directions)

 1. Student record development the spaced photos period of time
 2. Recording of photos to differing lengths
 3. Recording of changes over school year
 4. Effect of sun on man for a day
 - D. Follow up photographs and critiques that require to make value judgments

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the basic Discipline Area Art
s converted Subject Photography
thesis into a Problem Orientation Effects of Sun Grade 9-12
can use for life processes.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Teacher demonstrates time lapse photography through some A.V. means (films, photos, etc.).
- B. Discussion of material used above. Problems and techniques that will be involved.
- C. Through small group discussion and individually developed lists, students develop ideas for possible subjects that demonstrate sun energy within an aesthetically conceived image.
(Possible Directions)
 - 1. Student records plant development through evenly spaced photos over a period of time.
 - 2. Recording of plant reactions to differing light conditions.
 - 3. Recording of changes in tree over school year.
 - 4. Effect of sun on activities of man for a day, week, month.
- D. Follow up photo series with critiques that require students to make value judgments (cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Addit	nti
<u>Publications:</u> 110 Th Energy Sources, (Student Manual & Teacher's Guide) I-C-E RMC 110 Ph Photography for Kids, I-C-E RMC <u>Photography: A Key to Learning,</u> <u>A.V. Inst. 14:66-7, N '69</u>	I. (cont.) concerning which environmental co considerations. 1. Can the two i	(c co en co l.
<u>Audio-Visual:</u> Walt Disney film catalogue for films on various plant reactions, I-C-E RMC		
<u>Community:</u> Local camera suppliers Professional photographer		

Continued and Additional Suggested Learning Experiences

(cont.)

concerning which photos best demonstrate
environmental concepts against aesthetic
considerations.

1. Can the two ideas be brought together? How?

C 3. Environmental factors are limiting
 O on the numbers of organisms living
 C within their influence, thus, each
 P environment has a carrying capacity.
 T

Discipline Area Art
 Subject Photo
 Problem Orientation C

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Through a photographic essay & discussion, the student will distinguish between past design and carrying capacity and present design and carrying capacity.</p> <p><u>Affective:</u> The student attempts to identify direct relationship between past & present design to carrying capacity.</p>	<p>I. Student-Centered in class activity</p> <p>A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area.</p> <p>B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible verify the points brought up in class.</p> <p>C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past.</p> <p>D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)</p>
<p><u>Skills to be Learned</u></p> <p>Choosing camera angles and compositions that will supply either the greatest amount of information or supply the necessary information in the best manner possible.</p> <p>Observational skills</p> <p>Photographic techniques</p>	

niting _____ Discipline Area Art
 ing _____ Subject Photography
 ach _____ Problem Orientation Carrying Grade 9-12
 city. _____ Capacity

SUGGESTED LEARNING EXPERIENCES.

- Student-Centered in class activity**
- A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area.
 - B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible verify the points brought up in class.
 - C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past.
 - D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)

II. Outside Resource and Community Activities

- A. Local library or newspaper, family photo albums for old photos.

Resource and Reference Materials	Continued and Additional Suggestions
<p><u>Publications:</u> <u>Young Photographers</u>, Camera 48; 5-28, 30-4, August, 1969 <u>Living City</u>, Frank Lloyd Wright Pictures that might help us think about ways to make Architecture, M. Holzman, il. Arch. Rec. 148:134-7, October, 1970 Dennis Hopper's America, H. Hopkin, il. Art in America, 59:86-91, May, 1971</p> <p><u>Audio-Visual:</u> <u>Architecture and Urban Planning</u>, Art and the Environment, Milwaukee Art Center. Films from BAVI: Art of Seeing, No. 5733 Eye of an Artist, No. 1783 Photographer, No. 1671 Photography for Everyone, No. 2354</p> <p><u>Community:</u> historical sites museums</p>	<p>I. (Cont.)</p> <p>E. Discuss how change in de decreased the carrying c</p> <p>F. Discuss: Is there inform because of the angles an the photos?</p> <p>G. Follow up by rephotograp angles. (Back and side v elevated or aerial views Sources That supply a (Is design carried throu controlling function or design?) Are doors, wind greater or lesser advant</p>

als
Continued and Additional Suggested Learning Experiences

I. (Cont.)

- E. Discuss how change in design has increased or decreased the carrying capacity.
- F. Discuss: Is there information not revealed because of the angles and/or composition of the photos?
- G. Follow up by rephotographing area from other angles. (Back and side views of structures, elevated or aerial views, interior vs. exterior).
Sources That supply additional information.
(Is design carried through? Is design controlling function or has function dictated design?) Are doors, windows, etc. placed to greater or lesser advantage?

C 4. An adequate supply of pure
C
N water is essential for life.
C
E
P
T

Discipline Area Art
Subject Photo
Problem Orientation Wat

BEHAVIORAL OBJECTIVES

Cognitive: The student illustrates through a photo essay that an adequate supply of pure water is essential for life.
Affective: Desires to develop in other people a more conscious attitude toward the necessity of water to sustain life.

Skills to be Learned
Students learn darkroom procedures and importance of quality control

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water.
Suggested discussion questions:
 1. How do these waters vary in quality?
 2. Are some more or less desirable for use in photography?
 - B. Instructor may suggest students research these questions. Other possible research questions:
 1. What types of waters are required in chemical formulations in photography?
 2. What role does water play in photography?
 3. How would foreign material that may be present in water affect the results of your images? (Cont.)

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of pure _____ Discipline Area Art
 life. _____ Subject Photography
 _____ Problem Orientation Water Supply Grade 9-12

ES	SUGGESTED LEARNING EXPERIENCES	
photo	<p>I. Student-Centered in class activity</p> <p>A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water.</p> <p>Suggested discussion questions:</p> <ol style="list-style-type: none"> 1. How do these waters vary in quality? 2. Are some more or less desirable for use in photography? 	<p>II. Outside Resource and Community Activities</p>
a	<p>B. Instructor may suggest students research these questions. Other possible research questions:</p> <ol style="list-style-type: none"> 1. What types of waters are required in chemical formulations in photography? 2. What role does water play in photography? 3. How would foreign material that may be present in water affect the results of your images? (Cont.) 	

Resource and Reference Materials
Publications:
Photography for Kids, I-C-E RMC
Conserving Our Waters & Cleaning
the Air, teacher guide and student
manual, I-C-E RMC

Audio-Visual:
Photography for Everyone,
BAVI

Community:
local camera suppliers

Continued and Additional Suggest

I. (Cont.)

C. Follow-up

Understanding the importance
terms of darkroom procedure
point for water quality, a
essay of pure water as a
survival.

Materials	Continued and Additional Suggested Learning Experiences
-E RMC learning student	<p>I. (Cont.)</p> <p>C. Follow-up</p> <p>Understanding the importance of good water in terms of darkroom procedure may provide a kickoff point for water quality, a subject of a photo essay of pure water as a requirement for man's survival.</p>

C 5. An adequate supply of clean air is
 O essential because most organisms depend
 N on oxygen. through respiration, to
 C release the energy in their food.
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Discipline Area Ar cleaSubject Ph aniProblem Orientation aticr f

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Through the project, the student will illustrate the implications of varying atmospheric conditions on subject matter.
Affective: Acquaint self with the effect of atmospheric conditions on subject matter.

Skills to be Learned

Use of equipment under varying conditions of light (Use of light meter)
 Selection of film in terms of speed
 Relationship of film speed, shutter speed, and aperture to each other.

- I. Student-Centered in class activity
 - A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions.
 - B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism.
 - C. Small groups explore answers to such questions as:
 1. What sort of subjects are affected by the atmosphere?
 2. What are unique conditions of local area that need to be considered?
 - D. Students choose subjects to photograph under as many varying conditions as possible, i.e. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities.

clean air is Discipline Area Art
 organisms depend Subject Photography
 tion, to Problem Orientation Clean Air Grade 9-12
 or food.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions.
- B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism.
- C. Small groups explore answers to such questions as:
 1. What sort of subjects are affected by the atmosphere?
 2. What are unique conditions of local area that need to be considered?
- D. Students choose subjects to photograph under as many varying conditions as possible, ie. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities. (Cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials
Publications:
Photography for Kids, I-C-E RMC
Conserving Our Waters and Cleaning
the Air, teacher guide and
student manual, I-C-E RMC

Audio-Visual:
"Modern Art - Renoir",
FS 21, I-C-E RMC

Community:

Continued and Additional Sugg

I. (Cont.)

E. Compare results with the
painters and/or other works
of subject affected by

Continued and Additional Suggested Learning Experiences

I. (Cont.)

- E. Compare results with those of impressionist painters and/or other works. How are moods of subject affected by varying conditions?

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6, Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Art

Subject Photography

Problem Orientation Design

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p><u>Cognitive:</u> Student applies a natural design in planning a decoration in his own choice of media.</p> <p><u>Affective:</u> Student shows an awareness of abstract possibilities to be found in his environment.</p> <p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Development of criteria for locating good design in nature. 2. Organizing & relating 3. Observational skills 	<p>I. Student-Centered in class activity</p> <ol style="list-style-type: none"> A. Using small group or round table discussion groups develop a list of natural resources that are found locally. B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas. C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils. D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't) <p>II. ...</p>

resources are not equally

the earth or

Discipline Area Art

greatly affect

Subject Photography

Conditions and quality Problem Orientation Design in Nature Grade 9-12

ACTIVITIES	SUGGESTED LEARNING EXPERIENCES	
applies plann- his shows tract found	<p>I. Student-Centered in class activity</p> <p>A. Using small group or round table discussion groups develop a list of natural resources that are found locally.</p> <p>B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas.</p> <p>C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils.</p> <p>D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)</p>	<p>II. Outside Resource and Community Activities</p>
Criteria ating ills		

Resource and Reference Materials	Continued and Additional Suggeste	ter
<p><u>Publications:</u> <u>Design in Nature</u>, Vivian Guyler Davis Pub, Worcester, Mass. Camera 48: 6-17 N'69 <u>Exploring Visual Order with</u> <u>Photography, Architecture</u> Canada 46;21 D'69 <u>Photography for Kids I-C-E</u> RMC</p> <p><u>Audio-Visual:</u> <u>Flowers and Bees A Springtime</u> <u>Story</u>, 11 min. BAVI 7476 <u>Rainshower</u>, 15 min. 576 BAVI <u>Searching Eye</u>, 18 min 7535 BAVI</p> <p><u>Community:</u> Biology roor Museum displays Woods, swamps Stone quarry</p>		Guy s. th E time BAV 5 B

Materials	Continued and Additional Suggested Learning Experiences
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8. Cultural, economic, social, and
political factors determine status
of man's values and attitudes
toward his environment.

Discipline Area Art
Subject Photography
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Problem Orientation Disturbed
of the Envir

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will predict the consequences of cultural, economic, social and political factors on the environment.

Affective: The student will acquaint himself with the consequences of unacceptable factors on the environment.

Skills to be Learned
Photo collage techniques
Observation

SUGGESTED LEARNING EXPERI

I. Student-Centered in class activity

A. Teacher introduces concept of natural beauty using A.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.).

B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors.

C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site.

D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor.

E. Have students take or collect photos of these areas. (cont.)

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e, social, and Discipline Area Art
 ermine status Subject Photography
 Natural Beauty vs
 attitudes Problem Orientation Disturbed areas Grade 9-12
 of the Environment
 nt.

SUGGESTED LEARNING EXPERIENCES

will s of ial n th	<p>I. Student-Centered in class activity</p> <p>A. Teacher introduces concept of natural beauty using A.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.).</p> <p>B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors.</p> <p>C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site.</p> <p>D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor.</p> <p>E. Have students take or collect photos of these areas. (cont.)</p>	<p>II. Outside Resource and Community Activities</p>
s		

Resource and Reference Materials	Continued and	Source
<u>Publications:</u>	I. (cont.)	tion
Door County National Beauty Council Publications	F. Working	oun
"Kettenberger: the Woods,"	cultural	il
O. Kettenberger, il. <u>Camera</u>	have th	ber
48:6-11 O '69	invisio	etter
<u>Camera (Eng. Edition), International</u>	removed	ll
magazine for Photography and	made co	(En)
Anematography	G. Have st	ne
Camera c/o Ralph Baum	retains	ogr
Modernage Photo Services	economi	c/
319 E. 44th St.	from an	age
New York, N.Y. 10017	billboa	44
"Discovers Through Photography",	Images	rk,
R. Plumb, <u>School Arts</u> , 69:16-20	student	vers
D. '69	<u>Variati</u>	lumb
"Community: Photographic Essays",		9
il., <u>Camera</u> , 49:3-45, March '70		nity
		Cam

Audio-Visual:

Community:

Source and Reference Materials	Continued and Additional Suggested Learning Activities
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County National Beauty
 Publications
 Berger: the Woods,"
 Attenberger, il. Camera
 110 '69
 (Eng. Edition), International
 ne for Photography and
 ography
 c/o Ralph Baum
 age Photo Services
 44th St.
 rk, N.Y. 10017
 vers Through Photography",
 umb, School Arts, 69:16-20
 69
 nity: Photographic Essays",
 Camera, 49:3-45, March '70

I. (cont.)

- F. Working from photos of areas that show cultural, economic, social and political have the students do drawings of area as invasion it would appear with these elements removed or how these elements could be made compatible.
- G. Have students photograph local area that retains its natural beauty and is untouchable economic, political and social interest from an 8x10 enlargement, students superimpose billboards, buildings, roads, etc. into images could come from other photos that students have taken or from magazines,
Variation: Small snapshots might be projected on an opaque projector into large format and proceed from there.

Visual:

Activity:

C 6. Natural resources are not equally
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 N distributed over the earth or over
 C
 E time and greatly affect the geographic
 P
 T conditions and quality of life.

Discipline Area Art

Subject Commerce

Problem Orientation Unit

Product Due to I

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> The student will produce a unique communication pertaining to the promotion of a natural resource.</p> <p><u>Affective:</u> The student will acquaint self with <u>local natural resources.</u></p> <p><u>Skills to be Learned</u> Skill in developing ideas Skill in package design Observational skills</p>	<p>I. Student-Centered in class activity</p> <p>A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource.</p> <p>B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource.</p> <p>C. From these discussions student is to choose a locally produced product as a basis for an advertisement.</p> <p>D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisement in a manner (Cont)</p>

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he earth or over

Discipline Area Art

ffect the geographic Subject

Commercial Art

lity of life.

Problem Orientation Uniqueness of Grade 9-12
Product Due to Local Resource

ACTIVITIES	SUGGESTED LEARNING EXPERIENCES	
t ning ent ith ces. ideas gn	<p>I. Student-Centered in class activity</p> <p>A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource.</p> <p>B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource.</p> <p>C. From these discussions student is to choose a locally produced product as a basis for an advertisement.</p> <p>D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisement in a manner (Cont)</p>	<p>II. Outside Resource and Community Activities</p>

Resource and Reference Materials	Continued and Additional Suggestions
<p><u>Publications:</u> <u>Pioneers of Modern Typography,</u> Design No. 253: 117 Jan. '70 <u>Fifty/Five: Effective Print</u> <u>Advertisements & TV Commercials</u> <u>Industrial Design 17: 78-9</u> June '70 <u>Design & Art Direction,</u> Graphis 25 No. 143: 214-29 '69-70</p> <p><u>Audio-Visual:</u> <u>Using Community Resources,</u> Film 240 (ESA 9 <u>City & Its Region 5893</u> BAVI 1327 University Ave. P.O. Box 2093 Madison, Wis. 53701</p> <p><u>Community:</u> Chamber of Commerce Local newspaper Local commercial artist</p>	<p>(Con't from I. D.) needed to produce it in a local theme of the advertisement should uniqueness of the product due to resource base and production in locally produced goods"</p>

als	<u>Continued and Additional Suggested Learning Experiences</u>
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(Con't from I. D.)

needed to produce it in a local newspaper. The theme of the advertisement should emphasize the uniqueness of the product due to the locality of the resource base and production in other words "buy locally produced goods"

9-70

C 7. Factors such as facilitating trans- Discipline Area
 O portation, economic conditions, popula- Subject
 N tion growth, and increased leisure time Problem Orientation
 C
 E
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 T have a great influence on changes in land use and centers of population density.

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student will derive a set of relations between principles of communication and factors influencing environmental change.
Affective: The student develops a plan of letter style/word relationships.

Skills to be Learned
 Lettering technique
 Skill in developing ideas
 Quick thinking
 Observational skill

- I. Student-Centered in class activity
 - A. Split class into two groups--one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time--as quickly as possible (5-10 seconds) the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.
 - B. From the lists of words obtained above, each student chooses several words from each type of time.
 - C. Then working in small groups of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazines etc.
 - D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words he has chosen (Cont.)

ating trans- Discipline Area Art
 ons, popula- Subject Commercial Art
 leisure time Problem Orientation Lettering Grade 9-12
 Styles
 changes in land
 on density.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Split class into two groups--one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time--as quickly as possible (5-10 seconds) the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.
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- D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words he has chosen (Cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested Leads
<p data-bbox="298 875 542 909"><u>Publications:</u></p> <p data-bbox="298 909 884 1010"><u>Donald Jackson, Calligrapher & Illuminator, American Artist,</u> 34:17-23, May, 1970</p> <p data-bbox="298 1010 859 1137"><u>Speedball Lettering Handbook,</u> Hunt Manufacturing Co. 1405 Locust Street Philadelphia, Penn. 19102</p> <p data-bbox="298 1301 542 1335"><u>Audio-Visual:</u></p> <p data-bbox="316 1335 895 1368">"The Alphabet of Art", B. F. A.</p> <p data-bbox="298 1659 484 1693"><u>Community:</u></p> <p data-bbox="316 1693 620 1760">newspaper office printing firms</p>	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

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8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area _____
Subject _____
Problem Orientation _____

BEHAVIORAL OBJECTIVES

Cognitive: The student will be able to appraise the environmental impact of billboards.

Affective: The student deliberately examines the variety of consequences of billboards on our environment.

Skills to be Learned
Design techniques
Developing & justifying ideas

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Large group discussion of billboards in local area.
 1. What purpose do billboards serve?
 2. Who sees them?
 3. Where are they located?
 4. Are there alternatives?
 - B. Field trip to areas of heavy billboard population.
 1. Verify points brought out in discussion.
 - C. Pop art influences may be a point of departure at this time.
 - D. The students should search out an existing billboard with this question having been posed to him, "Can design and placement of such a sign improve the existing situation?"
 - E. After choosing his problems the student is to redesign the sign and theoretically replace it in a location which no longer infringes upon the natural environment and still retains the exposure (cont.)

economic, social, and	Discipline Area	Art
s determine status	Subject	Commercial Art
and attitudes	Problem Orientation	Environmental Impact of Billboards Grade 9-12
onment.		

s Continued and Additional Suggested Learning Experiences

I. (cont.)

the advertiser paid for.

- F. The student is to justify his design and placement by comparison with the real existing situation in a presentation to the class.

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	9. Man has the ability to manage,	Discipline Area	Art
	manipulate, and change his	Subject	Com
	environment.	Problem Orientation	

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p>Cognitive: The student will construct a reusable package design to illustrate how man can manipulate his environment.</p> <p>Affective: The student realizes packages, etc. are reusable due to their design.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students are instructed to collect as many examples packages that are made to be used once and then thrown away.</p> <p>B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities.</p> <p>1. How many are recycled?</p> <p>2. How many could be?</p> <p>3. What design changes would be necessary?</p> <p>C. Student is to select a throw-away and redesign it so that it becomes a reusable.</p>
<p><u>Skills to be Learned</u></p> <p>Observation</p> <p>Container design</p> <p>Developing ideas</p>	

ability to manage, Discipline Area Art
 and change his Subject Commercial Art
 Problem Orientation Recycling Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Student will be able to illustrate and evaluate his student etc. to their	I. Student-Centered in class activity A. Students are instructed to collect as many examples of packages that are made to be used once and then thrown away. B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities. 1. How many are recycled? 2. How many could be? 3. What design changes would be necessary? C. Student is to select a throw-away and redesign it so that it becomes a reusable.	II. Outside Resource and Community Activities A. Field trips to local stores to review how various containers and/or packages are displayed or used could provide valuable information.
ned		

Resource and Reference Materials	Continued and Additional Suggestions
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Publications:

"Technology: good servant or
errant monster?", Design,
No. 250:54-9, Oct. '69
"What is a designer: education
& practice", Design,
No. 253:117, Jan. '70

Audio-Visual:

Community:

Local stores and industries

Materials Continued and Additional Suggested Learning Experiences

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PROJECT I-C-E Episode Evaluation Form (Reproduce or -C-

Please fill in:

Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each episode used form. Feel free to adapt it and add your critiques and comments - negative hand column, please rate (poor, good, make specific comments or suggestions vided to help us make this a more usa

Poor	Good	Exc.
		I. Behavioral Objectives
		A. Cognitive:
		B. Affective:
		II. Skills Developed
		III. Suggested Learning Experiences
		A. In Class:
		B. Outside & Community Activities:
		IV. Suggested Resource & Reference Materials (specific suggestions & comments)

I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

Behavioral Objectives
Cognitive:

Affective:

Skills Developed

Suggested Learning Experiences
In Class:

Outside & Community Activities:

Suggested Resource & Reference Materials
(specific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
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